Standards for Programs

Child Assessment

Description:

The program implements a program-wide system of child assessment that is aligned with the RI Early Learning Standards. Child assessment information is gathered using an authentic process and is consistent with children's culture, language and experiences. Multiple methods are used to gather information from within the program, from families, and from other service providers. Teachers are supported in gaining the skills and competencies they need to gather and analyze child assessment information in authentic ways. Program administrators aggregate child assessment information from across the program to evaluate program strengths and areas that need to be strengthened.

Indicators:

I.   The program's **philosophy statement** addresses child assessment and reflects best practice in the field.

II. The program has a **written plan** that describes program practices and guides teachers in gathering and organizing child assessment information aligned with the RI Early Learning Standards and program curriculum. The plan also describes how program administrators use child assessment information to evaluate the program.

III. The program has a **system that supports** practitioners to develop competencies in gathering and organizing authentic assessment information.

Assessment Worksheets

I. Program Philosophy

(8.1) The program has a written philosophy statement and written practices on child assessment that guide the implementation of a system of assessment that includes both classroom-based and norm-referenced assessment strategies.

Guiding Questions

- Does the program's written philosophy statement include the program's values and beliefs pertaining to child assessment?

- Does the statement articulate the purpose for gathering child assessment information and the types of information that should be collected to inform teaching practice?

- Does the statement reflect best practice in the field?

- Is the philosophy statement available to program staff, families and other interested people and written in a way that is understandable to staff and families?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards

II. **Written Plans**

(8.1) The program has a written philosophy statement and written practices on child assessment that guide the implementation of a system of assessment that includes both classroom-based and norm-referenced assessment strategies.

(8.2) Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness and are implemented by qualified professionals. When these assessments are used, they are combined with other methods such as observations, checklists, rating scales, and work sampling to obtain an ongoing, comprehensive assessment of children's progress over time.

(8.3) The program staff provide families with information about how assessment is used by the program. This information includes:
   a. The purpose and use for which an assessment is designed and its programmatic purpose and use.
   b. The interpretations of the results and their meaning in terms of future learning opportunities for their child.
   c. The way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved).
   d. Access to or information about the specific instruments used.

(8.4) The program has a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum. For kindergartens, the child assessment system is aligned with applicable Rhode Island Department of Elementary and Secondary Grade Level Expectations (GLEs). The plan also includes:
   a. Timelines associated with assessments that occur throughout the year
   b. Procedures to keep individual child records confidential
   c. Ways to involve families in planning and implementing assessments and
   d. Methods to effectively communicate assessment information to families.

(8.5) The program provides teachers with adequate time and classroom support to successfully implement a system of authentic assessment.

(8.6) The program collaborates with Child Outreach programs to screen children annually.

(8.7) Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process and the identification of goals for the child.

(8.8) The program makes provision for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities. This includes providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year as part of the parent conferences.
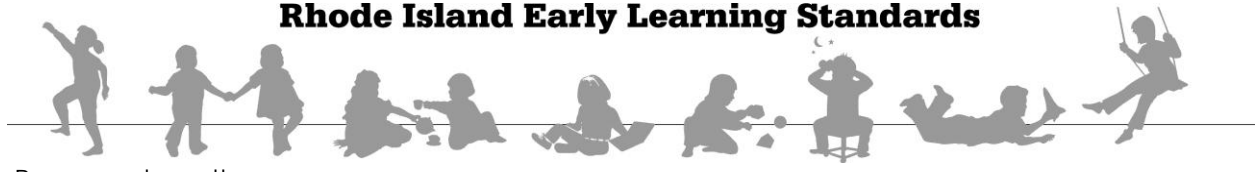
(8.10) The program uses child assessment to:
a. Ascertain the degree to which the program is attaining desired child outcomes and goals for children.
b. Identify patterns and trends across the program.
c. Inform the program's improvement plan and professional development of staff.

Guiding Questions

- Does the program have a written plan and policies that describe practices for implementing a system of authentic assessment aligned with the RI Early Learning Standards and program curriculum?

- Does the written plan describe the process that teachers use to complete an initial assessment of children's skills and dispositions in all domains and learning goals addressed in the Standards?

- Does the written plan include strategies for using multiple sources of information, including information from families in the child assessment process?

- Does the written plan include strategies for gathering information from realistic settings and situations that reflect children's actual performance?

- Does the written plan include a plan and time frame for gathering ongoing assessment information in all domains and learning goals addressed in the Standards?

- Does the written plan describe how the program utilizes Child Outreach information as a part of the child assessment process?

- Does the written plan describe the integral role that families play in all aspects of child assessment?

- Does the written plan include strategies for engaging families in providing information on their children's developmental levels, learning styles and interests as part of the assessment process?

Program strengths:

Ways that our program can be strengthened and improved:

III. Staff Support

(8.9) The program has a system that supports teaching staff in developing competencies in child assessment.

Guiding Questions

- Is there a program-wide, ongoing process to support practitioners to assess their competencies in implementing an authentic assessment system aligned with the RI Early Learning Standards?

- Does the process include self-reflection and feedback from administrators, peers and families?

- Does the program have a professional development plan based on the identified strengths and needs of practitioners that describes the resources and supports available to practitioners?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards

Name:_____   Date_____

Program Quality Improvement Plan

RIDE Standards for Comprehensive Early Childhood Education Programs: CHILD ASSESSMENT

GOAL:		
Strategies	Time Frame	Progress

GOAL:		
Strategies	Time Frame	Progress

Date we will evaluate progress and reassess goals:_____

10-10